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A preschool environment inventory was developed to provide a method for characterizing the school environment of children in Head Start and other preschool programs. The inventory summarizes the most salient features of a preschool environment and describes these dimensions for measurement with ordinal scales. Consisting of 44 scales and 23 check lists, the instrument requires administration by observers familiar with basic concepts in early childhood education. The inventory will be subjected to systematic classroom use and, after evaluation, will be refined, clarified, and trimmed. Upon completion of the final revision, determination will be made of the degree of training required to achieve satisfactory levels of interscorer agreement. This progress report includes a complete reproduction of the inventory form. Check lists and scales are grouped under the headings of (1) physical set-up, materials, and equipment, (2) play activities, (3) structure, balance, and organization of program, (4) mode of teaching, (5) teacher's role regarding language, communication, and articulation of ideas and feelings, (6) control and management, (7) aspects of teacher's relationship with the children, (8) teacher's role regarding peer relations, (9) style and tone of teacher, and (10) classroom atmosphere. (JS)

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HEAD START EVALUATION AND RESEARCH CENTER

Progress Report of Research Studies
1966 to 1967
(Documents 1 - 6)

Document 4

DEVELOPMENT OF OBSERVATION PROCEDURES FOR ASSESSING PRESCHOOL CLASSROOM ENVIRONMENT

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DEVELOPMENT OF OBSERVATION PROCEDURES FOR ASSESSING PRESCHOOL CLASSROOM ENVIRONMENT

The Preschool Environment Inventory (attached) was developed for the purpose of providing a method for characterizing the school environment of children in Head Start and other preschool programs so as to relate children's behavior on tests and/or in the classroom to environment variables. It embodies the Bank Street College view of what is salient in the education of young children. This view is expressed in the choice of the general aspects of the school environment to be evaluated as well as in the specific dimensions. Although this instrument expresses a clear theoretical position, the scales and check lists are phrased in non-evaluative language. The Inventory is intended to serve as an instrument which summarizes the most salient features of a preschool environment (from the viewpoint of a developmental and psychodynamic approach to preschool education) and describes these dimensions so that they can be measured with ordinal scales.

The focus is on the teacher (her mode of teaching, the quality of her relationship with the children both individually or as a group, her teaching style), but we have also included the physical environment, materials and equipment, and the general atmosphere of the classroom. The predominance of items on the teacher's stance with respect to children's play and her utilization of play for stimulating cognitive behavior, stems from a conviction that play is an important medium for learning, a view shared by both psychoanalytic and development theorists.[1]

It will be noted that the Inventory cannot be used by untrained observers but requires them to be familiar with basic concepts in early childhood education.

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1. This point of view is also stated clearly in the Head Start pamphlet, "Daily Program I."

For the most part, this instrument was based on previous work of the investigator.[3] Its development was also greatly influenced by discussions and writings of Bank Street faculty, and by rating forms developed for studies done by members of the Bank Street research staff. Discussions with staff members who were observing Head Start programs contributed a realistic view of the range of teaching to be found in Head Start programs, and therefore, clearer definitions of scale points.

Our first task was to develop as exhaustive and differentiated a group of scales and check lists as possible. This inventory is the outcome. The next step is for several observers (singly and in pairs) to use the inventory systematically in classrooms. The ratings and other judgments will be made on the basis of running records taken by the observers. Subsequent discussion of this experience should pinpoint where clarification is needed, what important dimensions are omitted, where there is overlap, whether the scales call for too much differentiation, whether the examples given are appropriate and useful, and the major sources of interobserver disagreement. On the basis of these discussions, the inventory will be refined, clarified, and trimmed.

Upon completion of the final revision, determination can be made of the degree of training required to achieve satisfactory levels of interobserver agreement. The reliability of the scale will be assessed and its validity determined with this year's evaluation sample.

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[3] See Cohen, Dorothy H., and Stern, Virginia, Observing and recording the behavior of young children. One of a series in Alice Miel (Ed.), Practical Suggestions for Teach[illegible] New York: Bureau of Publications, Teachers College, Columbia Un[illegible]ity, 1958.

PRESCHOOL ENVIRONMENT INVENTORY

Developed by Virginia Stern, in collaboration with
Anne Gordon and other members of the Bank Street
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The approach to the education of young children reflected in this Inventory stems from a long association with Bank Street College, the writings of faculty members and recent meetings about the education of disadvantaged, preschool children.

Scales #31 and #42 of the Inventory are from "The Observer's Rating Form" (Appendix B, Long Form), by John Pierce-Jones, Bill E. Caldwell and Emma Lou Linn, Child Development Research and Evaluation Center, University of Texas, by permission from the authors.

Scales #23, #27 and #33 have been adapted from scales used in a study of teacher personality: see Zimiles, H., Biber, Barbara, Rabinowitz, W., and Hay, L., Personality aspects of teaching: a predictive study. Genetic Psychology Monographs, 1964, 69, 101-149.

Scale #30 and Check Lists II and III are adapted from scales used in a study of classroom processes: see Leacock, Eleanor B., Teaching and Learning in City Schools. New York: Basic Books, Inc., for publication in 1968.

Check Lists I, IV and VIII are adapted from Notes on Evaluation of Educational Program in Head Start Centers, City of New York Community Development Agency, Human Resources Administration.

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BANK STREET COLLEGE OF EDUCATION
Research Division

A. PHYSICAL SET-UP, MATERIALS AND EQUIPMENT

(Check Lists I - VIII)

CHECK LIST I - INDOOR FACILITIES

	Yes	No.
1. Is the space adequate? (i.e., at least 20' x 20')	____	____
2. Is it reasonably free of extraneous noise?	____	____
3. Ventilation:		
windows	____	____
other	____	____
4. Lighting:		
artificial	____	____
daylight	____	____
Is it adequate?	____	____
5. Bathroom location:		
adjacent to room	____	____
close to room	____	____
at a distance	____	____
6. Bathroom facilities:		
1 toilet and basin for 10 children . .	____	____
2 or more toilets and basins for every 10 children	____	____
child height:		
toilet	____	____
basin	____	____
7. Is the bathroom used exclusively by children and staff?	____	____
8. Are the premises clean? (i.e., floors, bathroom fixtures. (Do not count playing mess.)	____	____
9. Is there adequate space for children's clothing, etc.?		
1 locker for each child	____	____
1 locker for 2 or more children	____	____
no lockers, but hooks, boxes or other arrangement	____	____

CHECK LIST II - ROOM APPEARANCE AND ARRANGEMENT

	Yes	No
5. Is the room cheerful? (e.g., light-colored walls, children's products displayed)	____	____
6. Is the room clearly subdivided for different activities? (e.g., for painting, block building, doll play, water play)	____	____
7. If so, does the arrangement allow for cross-room movement and play?	____	____
8. Does the arrangement impress you as: spacious?	____	____
cluttered?		

CHECK LIST III - INDOOR MATERIALS AND EQUIPMENT

	Within reach or sight of children	Out of reach or sight of children	Not available at Center
1. Building Materials and Accessories			
Unit building blocks	____	____	____
several sizes	____	____	____
different shapes	____	____	____
Small colored cubes	____	____	____
Hollow wood or cardboard blocks	____	____	____
Boards	____	____	____
Steering wheel(s)	____	____	____
Vehicles:			
small (e.g., cars, trucks, planes, etc.)	____	____	____
large (e.g., which can sit in or on)	____	____	____
Small animal figures	____	____	____
Small human figures	____	____	____
Puppets	____	____	____
Other	____	____	____
2. House Play Equipment			
Small table and chairs	____	____	____
Doll bed	____	____	____
with necessary bedding (blankets)	____	____	____
Carriage	____	____	____
Stove	____	____	____

	[illegible]	[illegible]	[illegible]
[illegible]			
[illegible]	___	___	___
[illegible]	___	___	___
[illegible]	___	___	___
[illegible]	___	___	___
[illegible]	___	___	___
[illegible]	___	___	___
[illegible]	___	___	___
[illegible]	___	___	___
[illegible]	___	___	___
[illegible]	___	___	___
[illegible]	___	___	___
[illegible]	___	___	___
[illegible]			
[illegible]	___	___	___
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[illegible]	___	___	___
[illegible]			
[illegible]	___	___	___
[illegible]	___	___	___
[illegible]	___	___	___
[illegible]	___	___	___
[illegible]	___	___	___
[illegible]	___	___	___
[illegible]	___	___	___
[illegible]	___	___	___
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[illegible]			
[illegible]	___	___	___
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[illegible]	___	___	___
[illegible]	___	___	___
[illegible]	___	___	___
[illegible]	___	___	___
[illegible]	___	___	___
[illegible]	___	___	___
[illegible]	___	___	___

	Within reach or sight of children	Out of reach or sight of children	Not available at present
8. **Games**: e.g., lotto, dominoes, etc. . .	___	___	___
9. **Manipulative Toys**: e.g., beads, form boards, nested boxes, cones . .	___	___	___
10. **Plants**	___	___	___
11. **Animals**	___	___	___
12. **Aquarium with Fish**	___	___	___
13. **Climbing or Other Large Equipment**. .	___	___	___
14. **Mats** (to sit or lie on)	___	___	___
15. **Furniture**: e.g., tables, chairs, shelf cabinets	___	___	___
16. **Sink with Running Water**	___	___	___
17. **Sand Table**	___	___	___
18. **Miscellaneous**			
Pictures	___	___	___
Flannel board	___	___	___
Magnifying glass	___	___	___

CHECK LIST IV - OUTDOOR PREMISES

	Yes	No
1. How near is outdoor play area to the classroom?		
adjacent or very close	___	___
within walking distance of school	___	___
2. If not adjacent to classroom, are water and toilet facilities available? . . .	___	___
3. Space: (minimum; approx. 30' x 35' to 30' x 50')		
adequate	___	___
good	___	___
4. Is it a public playground?	___	___
5. If not, do other children use the playground at the same time?	___	___

	Yes	No
6. Is the surface in good repair?	___	___
7. Is there sun	___	___
shade	___	___
8. Are there trees	___	___
grass	___	___
shrubs	___	___

CHECK LIST V - OUTDOOR MATERIALS AND EQUIPMENT

	Within reach or sight of children	Out of reach or sight of children	Not available at Center
1. Jungle gym	___	___	___
2. Stationary ladders	___	___	___
3. Sandbox or sand pile	___	___	___
4. Pails, shovels, molds	___	___	___
5. [illegible]	___	___	___
6. [illegible]	___	___	___
7. Slide	___	___	___
8. Swing	___	___	___
9. [illegible]	___	___	___
10. Seesaw	___	___	___
11. Tricycle(s)	___	___	___
12. Wagon(s)	___	___	___
13. Balls	___	___	___
14. [illegible]	___	___	___
15. [illegible], [illegible], or [illegible] similar device	___	___	___
16. [illegible]	___	___	___
17. Rope	___	___	___

CHECK LIST VI - SUMMARY OF INDOOR MATERIALS AND EQUIPMENT WITHIN REACH OR SIGHT OF CHILDREN (refer to Check List IV)

All ___
Most ___
Some ___

CHECK LIST VII - SUMMARY OF OUTDOOR MATERIALS AND EQUIPMENT WITHIN REACH OR SIGHT OF CHILDREN (refer to Check List V)

All ___
Most ___
Some ___

6. PLAY ACTIVITIES
(Check List VIII)

CHECK LIST VIII - PLAY ACTIVITIES Yes No.

1. Building with unit blocks . . . . ____ ____
2. Clay . . . . ____ ____
3. Dough . . . . ____ ____
4. Painting (easel) . . . . ____ ____
5. Finger painting . . . . ____ ____
6. Cutting, pasting, collage . . . . ____ ____
7. Crayoning . . . . ____ ____
8. Puzzles . . . . ____ ____
9. Manipulative toys . . . . ____ ____
10. [illegible] building . . . . ____ ____
11. Cooking . . . . ____ ____
12. Listening to stories . . . . ____ ____
13. Looking at books . . . . ____ ____
14. Looking at pictures . . . . ____ ____
15. Group discussion . . . . ____ ____
16. Group or individual discussion of [illegible] . ____ ____
17. Trips . . . . ____ ____
18. [illegible] . . . . ____ ____
19. [illegible] and [illegible] . . . . ____ ____
20. Dramatic Play:
    house and domestic . . . . ____ ____
    other . . . . ____ ____
21. Water play . . . . ____ ____
22. Listening to records . . . . ____ ____
23. Playing instruments . . . . ____ ____
24. Group musical games . . . . ____ ____
25. Singing . . . . ____ ____
26. Rhythms . . . . ____ ____
27. Games . . . . ____ ____
28. [illegible] . . . . ____ ____
29. Large-muscle activities:
    climbing . . . . ____ ____
    sliding . . . . ____ ____
    swinging . . . . ____ ____
    [illegible] . . . . ____ ____
    building with large blocks . . . . . . ____ ____
    pulling wagons . . . . ____ ____
    riding [illegible], [illegible], [illegible] . . . . ____ ____
    pushing [illegible] or [illegible] . . . . . . ____ ____
    jumping rope . . . . ____ ____
    playing with balls . . . . ____ ____

C. PROGRAM: STRUCTURE, BALANCE, ORGANIZATION
(Scales 1 - 9)

SCALE 1. PROPORTION OF TIME DEVOTED TO VARIOUS ASPECTS OF THE PROGRAM

For this, make a note of the time that activities relevant to each aspect of the program begin and end; then calculate the percentage of total time devoted to each.

1 = Free play, indoors

2 = Free play, outdoors

3 = Routines
(e.g., taking off and putting on outer clothing, group time devoted to picking up and putting away materials, washing, toileting, snack, lunch and rest)

4 = Teacher-directed (initiated and structured) group play activities (e.g., story-reading, rhythms, games, listening to music, singing)

5 = Formal lessons

SCALE 2. EXTENT TO WHICH CHILDREN ENGAGE IN LARGE- AND SMALL-MUSCLE ACTIVITY DURING PLAY

"Large-muscle activity": climbing, running, building with large blocks, rhythms.
"Small-muscle activity": manipulation or other table activities, e.g., puzzles, dough, clay.

1 = Preponderance of large-muscle activity

2 = Somewhat more large-muscle than small-muscle activity

3 = Equal balance between large-muscle and small-muscle activity

4 = Somewhat more small-muscle than large-muscle activity

5 = Preponderance of small-muscle activity

SCALE 3. **FREQUENCY OF TEACHER-INITIATED CHANGES OF ACTIVITY FOR GROUP AS A WHOLE**

1 = Very frequent: 16 or more times

2 = Frequent: 11 - 15 times

3 = Moderate: 7 - 10 times

4 = Few: 5 - 6 times

5 = Very few: 0 - 4 times

SCALE 4. **DEGREE OF ORGANIZATION**

1 = Very high
(e.g., teacher seems to know exactly what she is going to do, and when and how she is going to do it; all necessary materials are prepared and available, whether for play, routines or lessons.)

2 = High
(e.g., most of the time teacher seems to know what she is going to do, and when and how she is going to do it; for the most part, necessary materials are prepared and available.)

3 = Moderate

4 = Low
(e.g., teacher frequently does not seem to know what she is going to do. There may be a lack of communication between teacher and aides about plans for the day. Insufficient preparation may cut off activities shortly after they are started, and/or rush routines. There may be periods in which children are waiting around with nothing to do.)

5 = Very low
(e.g., teacher confused, disorganized; materials not prepared in advance. Clear evidence of lack of planning and communication between teachers.)

B. ROLE OF TEACHING
(Scales 3 - 17; Check Lists IX - XIII)

There is a general distinction between two modes of teaching which underlies many of the scales in this section. This has to do with the teacher's point of view about how children learn and her attitude toward children's play. On the one hand, play may be viewed as the basic medium through which young children learn and, therefore, as equivalent to "work"; on the other hand, it may be considered merely as pleasurable experience, unrelated to learning.

If a teacher considers play a medium for learning, she will try to provide the kinds of materials, activities, equipment and program which will stimulate play. She will try to expand the children's knowledge, clarify their understanding of the world, etc., in relation to their ongoing activities, experiences and response to their environment. Her program will be closely integrated.

If a teacher views play merely as pleasure, separated from "work," her main efforts will be to plan lessons and activities (possibly in the form of games, puzzles, trips, etc.) which she considers appropriate for children of a particular age, maturity and home background. She will not consider it important to introduce these lessons and activities at times when the children's play activities or their spontaneous remarks and questions might make them relevant, nor will she show much interest in the content of the children's spontaneous play. For this teacher, the program will be clearly demarcated in terms of work and play, education and fun.

SCALE 3. DEGREE TO WHICH TEACHER UTILIZES SPECIFIC ASPECTS OF THE PROGRAM FOR STIMULATING AND GUIDING CHILDREN'S COGNITIVE DEVELOPMENT

The "specific aspects" of the program to be considered are:

(a) free play activities

(b) teacher-directed activities (for the whole group or sub-groups) such as, story reading, musical games and rhythms, lotto and similar games, trips

(c) routines and transitions

(d) formal lessons

"Cognitive development," as used here and in scales 4 through 13, includes:

(a) language development

(b) understanding of concepts

(c) development of ability to differentiate, generalize and abstract

(d) understanding of physical and other relationships

(e) understanding of the immediate environment (home and school) and as much of the larger environment as is age-appropriate

SCALE 3. Continued

1 = Does all four aspects of the program

2 = Does three aspects of the program

3 = Does two aspects of the program

4 = Does one aspect of the program

5 = Does none

SCALE 4. EXTENT OF TEACHER'S ACTIVE ENCOURAGEMENT AND STIMULATION OF CHILDREN'S COGNITIVE DEVELOPMENT

In considering the number of such incidents, take into account both the amount of time and the elaboration the teacher gives in each case. Two contrasting examples are:

Unelaborated: T shows child(ren) a color, or a series of colors, and asks, "What color is this?"
Elaborated: T may do the same as above, but follows this with, "Find me something that's red," "Find me something that's green," etc., and/or "What color is Tim's shirt," "What color is Jenny's dress," etc., and/or ask the children to mix paints in order to see what colors they get, etc.

In the rating, one elaborated instance is counted as equivalent to from three to five unelaborated instances, depending on degree of elaboration.

1 = Very active: 21 or more instances

2 = Active: 11 - 20 "

3 = Moderately active: 4 - 10 "

4 = Somewhat active: 1 - 3 "

5 = Not active: 0 "

SCALE 7. DEGREE OF EMPHASIS ON VERBAL-SYMBOLIC MODE FOR ENCOURAGING AND STIMULATING CHILDREN'S COGNITIVE DEVELOPMENT

"Verbal-symbolic": emphasis on verbalization, explanation, use of books and pictures as sources of information about the world and the children's relationship to it, etc. The underlying concept is that children learn through words and the verbalization of ideas and concepts.

When rating, take into account the amount of time and elaboration involved in each incident. One elaborated instance is equivalent to from three to five unelaborated instances, depending on the degree of elaboration.

1 = Very high: 21 or more instances

2 = High: 11 - 20 "

3 = Moderate: 6 - 10 "

4 = Low: 1 - 5 "

5 = None: 0 "

SCALE 8. DEGREE OF EMPHASIS ON EXPERIENTIAL MODE FOR ENCOURAGING AND STIMULATING CHILDREN'S COGNITIVE DEVELOPMENT

"Experiential": emphasis on sensory-motor experiences as sources of learning; provision of relevant experiences, materials, activities through which to broaden children's understanding of the physical world, etc.

When rating, take into account the amount of time and elaboration involved in each incident. One elaborated instance is equivalent to from three to five unelaborated instances, depending on the degree of elaboration.

1 = Very high: 11 or more instances

2 = High: 6 - 10 "

3 = Moderate: 3 - 5 "

4 = Low: 1 - 2 "

5 = None: 0 "

SCALE 9. EXTENT TO WHICH TEACHER RELIES ON FORMAL LESSONS FOR PROMOTING CHILDREN'S COGNITIVE DEVELOPMENT

"Formal lesson": Teacher-directed instruction for the group as a whole or for sub-groups.

1 = Five or more lessons

2 = Four lessons

3 = Two to three lessons

4 = One lesson

5 = No lessons

SCALE 10. EXTENT TO WHICH TEACHER UTILIZES CHILDREN'S ONGOING PLAY [illegible] FOR PROMOTING THEIR COGNITIVE DEVELOPMENT

Teacher may do this by asking a relevant question, by providing information or materials, by making suggestions, etc. The salient features are the teacher's awareness of and sensitivity to what the children are playing, and her ability to detect the cues which indicate what action she can take.

1 = Very frequently: 12 or more instances

2 = Frequently: 7 - 11 "

3 = Sometimes: 3 - 6 "

4 = Seldom: 1 - 2 "

5 = Never: 0 "

SCALE 11. **DEGREE TO WHICH TEACHER, THROUGH HER BEHAVIOR, INDICATES THAT SHE IS CURIOUS, EXPLORATORY**

"Curious, exploratory": Teacher expresses curiosity, both verbally and non-verbally, about the world (why things are as they are, about relationships, causes, motivations, physical changes, etc.); indicates that asking questions is important and interesting, that it is possible, through exploration, to find answers to questions; that she herself does not know all the answers, that no one does.

"Uncurious": Teacher does not express curiosity about the world; does not explore the environment nor ask questions to which she may not know the answers; her behavior therefore may imply that she knows all the answers.

1 = Very high curiosity

2 = High

3 = Moderate

4 = Low

5 = Uncurious

SCALE 12. **DEGREE TO WHICH TEACHER ACTIVELY ENCOURAGES CHILDREN'S CURIOSITY, EXPLORATION**

1 = Very high encouragement
(e.g., T is always responsive to children's questions, although she may sometimes answer them directly, her tendency is to help them to find the answers by asking relevant questions herself, by encouraging them to think for themselves, by providing or suggesting materials, activities, experiences which may lead to further exploration, etc.)

2 = High encouragement

3 = Moderate encouragement

4 = Little encouragement
(e.g., T frequently ignores children's questions; does not give them opportunities to explore; she [illegible] [illegible] not bring any or wrong things.)

5 = No encouragement
(e.g., T ignores children's questions or tells them she is too busy to answer questions. When they make spontaneous remarks which do not fit in with the plans or preconceived ideas, she may ignore them or tell them to keep quiet.)

[illegible]

[illegible] ○ [illegible]

[illegible] ○ [illegible]

[illegible] ○ [illegible]

[illegible] ○ [illegible]

[illegible] ○ [illegible]

[illegible]

[illegible]

[illegible]

[illegible]

[illegible]

[illegible] ○ [illegible]

[illegible] ○ [illegible]

[illegible] ○ [illegible]

[illegible] ○ [illegible]

[illegible] ○ [illegible]

SCALE 16. DEGREE OF INVOLVEMENT IN CHILDREN'S PLAY ACTIVITIES, OUTDOORS

(Scale points as defined in Scale 15)

SCALE 17. DEGREE OF EMPHASIS ON EXPLICIT TEACHING OF MOTOR AND MANUAL SKILLS

This refers to the explicit teaching of how to climb, jump, skip, cut, paste, connect things in planting, buttons, tie, hold, etc.

5 = Very high: 10 or more instances
4 = High: 7 - 9 "
3 = Moderate: 3 - 6 "
2 = Low: 1 - 2 "
1 = None: 0 "

CHECK LIST 8 - KIND OF RESPONSE TO CHILDREN'S PLAY ACTIVITIES, INDOORS
(Check any item as having occurred.)

1. Ignores what children are doing; not responsive when child shows the item he is doing or has made.
2. Responds to requests for materials, help, and/or approval.
3. Shows interest in children's play; if the one occurs, may provide additional materials, make suggestions, give information relevant to children's play.
4. Enthusiastically makes suggestions, gives information, provides additional materials, intervenes in games.

CHECK LIST 9 - KIND OF RESPONSE TO CHILDREN'S PLAY ACTIVITIES, OUTDOORS
(Check one.)

(Items as in Check List 8)

CHECK LIST XI - TEACHER'S INTEREST IN CHILDREN'S THINKING VIS-A-VIS CORRECT ANSWERS

(Check One)

"Thinking": Children's reasoning, evaluating and judgments about the physical world and about people and social relationships.

1. Teacher is more interested in children's thinking than in their giving correct answers.
   (e.g., T tends to show interest in children's explanations and to accept and/or approve evidence of their thinking even if the conclusion is incorrect.
   T tends to ask relevant questions, e.g.,
   Jane - "I'm older than Tommy."
   Teacher - "How do you know?"
   Jane - "Because I'm bigger.")

2. Teacher is interested both in the thinking process and in correct answers.
   (e.g., T asks relevant questions, encourages verbalization of thinking process, gives approval to children's thinking. If child's conclusion is based on inadequate information, she may supply the necessary information and help him arrive at the correct conclusion.)

3. Teacher is more interested in correct answers than in the thinking process.
   (e.g., T tends to pay little or no attention when child attempts to explain his ideas; she makes little or no attempt to encourage children to verbalize their reasoning. She gives approval only to "correct" answers or to what she considers the proper answer and expresses disapproval of incorrect answers, e.g.,
   Jane - "I'm older than Tommy."
   Teacher - "No, you're not. He's five and you're four.")

4. Teacher is interested neither in the thinking process nor correct answers.

CHECK LIST XII - TEACHER'S INTEREST IN THE WORKING-PLAYING PROCESS VS. "QUALITY" OF THE FINAL PRODUCT

(Check One)

"Working-playing process": Children's involvement in, active use of and expression through various creative media, e.g., blocks, paints, clay, crayons, etc.
"Quality": Representativeness, prettiness, neatness, etc.

1. Teacher is more interested in, values more, the working-playing process than the quality of the final product.

CHECK LIST III. Continued

3. Teacher is interested both in the making/playing process and the quality of the final product.

2. Teacher is more interested in, values more, the quality of the final product than the effort and involvement that went into it.
   (e.g., T tends to express approval of products that meet conventional standards and disapproval of those that do not, e.g.,
   "That doesn't look like a flower!" or
   "That's a very pretty picture.")

1. Teacher is interested neither in the process nor the product.

G. TEACHER'S ROLE IN LANGUAGE, COMMUNICATION, ARTICULATION OF IDEAS AND FEELINGS (Scales 20 - [illegible]; [illegible])

SCALE 20. TEACHER'S MODE OF COMMUNICATION: VERBAL/NON-VERBAL

Only deliberate and explicit communications are to be considered here, i.e., the explicit content of statements or deliberate signs, signals and gestures. Unconscious facial expressions, gestures and body movement are not included.

1 = Always communicates verbally with the children (even if children do not understand).

2 = Communications mostly verbal; occasional non-verbal signals used (e.g., for children to be quiet).

3 = Uses both verbal and non-verbal modes equally. Both modes may be used simultaneously.

4 = Non-verbal communications more frequent than verbal.

5 = Predominance of non-verbal communications.

SCALE 21. AMOUNT OF VERBALIZATION

Do not include amount of talking T does with adults.

1 = Teacher is extremely verbal, talks constantly.

2 = Very verbal

3 = Moderately verbal

4 = Verbalization limited

5 = Minimal verbalization

[illegible] [illegible]

[illegible] ○ [illegible] to children's communications [illegible]

(e.g., [illegible])

[illegible] ○ [illegible] to children's communications.

(e.g., [illegible])

[illegible] ○ [illegible] to children's communications.

[illegible] ○ [illegible] children's [illegible]

(e.g., [illegible])

[illegible] ○ [illegible] children's [illegible]

(e.g., [illegible])

[illegible] [illegible]

[illegible]

[illegible] ○ [illegible]

(e.g., [illegible])

SCALE [illegible]. Continued

3 = High
(T corrects children's mistakes most of the time.)

2 = Moderate
(T sometimes corrects children's mistakes and may limit the corrections to formal lessons, certain times, "Show and Tell," etc.)

1 = Low
(T seldom corrects children's mistakes.)

0 = None
(T never corrects children's mistakes.)

SCALE [illegible]. [illegible]

"Encouragement" may include active interest in and attention to what a child is saying [illegible]

[illegible]

[illegible]

4 = Very high: [illegible] or more instances

3 = High: [illegible]

2 = Moderate: [illegible]

1 = Low: [illegible]

0 = None: 0

SCALE [illegible]. [illegible]

"Ongoing activities" includes free play, routines, teacher-directed play activities, etc.

Examples of reliance on ongoing activities: [illegible]

1 ○ Relies almost entirely on children's ongoing activities; seldom or never uses formal lessons and/or pre-structured materials.

2 ○ Relies more on children's ongoing activities than on formal lessons and/or pre-structured materials.

3 ○ Relies about equally on children's ongoing activities and on formal lessons and/or pre-structured materials.

4 ○ Relies more on formal lessons and/or pre-structured materials than on children's ongoing activities.

5 ○ Relies almost entirely on formal lessons and/or pre-structured materials; seldom or never on children's ongoing activities.

[illegible] TEACHER'S LANGUAGE [illegible]
[illegible]

1. [illegible]

2. [illegible]

3. [illegible]

4. [illegible]

CHECK LIST XIX - TEACHER'S RESPONSES TO CHILDREN'S NON-VERBAL COMMUNICATIONS
(Check one)

1. Teacher responds to children's non-verbal communications. She does not try to get children to verbalize their non-verbal communications nor clarify by interpreting (e.g., if child is pointing in the general direction of the truck, she might say, "You can point" or takes him over to the truck and [illegible] [illegible] [illegible] [illegible]).

2. Responds to children's non-verbal communications. Generally attempts to clarify meaning of children's non-verbal communication by interpreting (e.g., if child is pointing in the general direction of the truck, "Do you want to [illegible]?" etc.).

3. Responds to children's non-verbal communications; generally tries to get children to verbalize their non-verbal communications (e.g., "Tell me what you want").

4. Generally ignores or rejects children's non-verbal communications.

CHECK LIST XX - PREPARATION FOR NEXT ACTIVITY, CHANGE

1. Teacher generally prepares the children (verbally and/or non-verbally) for transitions to next segment of program and for unexpected changes in schedule or activity. For example, she [illegible] [illegible] [illegible] [illegible] in advance that it will soon be time to [illegible] [illegible] [illegible] [illegible] [illegible] [illegible] [illegible] [illegible] [illegible] children they can [illegible] what they are doing and then [illegible] [illegible].

2. Teacher generally does not prepare children for transition, etc.

CHECK LIST XXI - TEACHER'S MODE OF COMMUNICATION WITH NON-ENGLISH SPEAKING CHILDREN
(Check one)

1. Teacher talks to non-English speaking children only in English.

2. Teacher uses some English but also tries to communicate with the children non-verbally, through [illegible] gestures, [illegible], facial expressions.

3. Teacher uses some English, but also uses some words and phrases in the children's native language.

4. No non-English speaking children.

C. CONTROL AND MANAGEMENT

(Scales 30 - 33; Check List [illegible])

SCALE 30. TEACHER'S MODE OF CONTROL: VERBAL-GESTURAL/PHYSICAL

"Verbal-gestural": Includes verbal restrictions, limits on children's behavior, instructions and demands re behavior; nonverbal signs, signals, gestures, body movements and facial expressions for the purpose of controlling and directing children's behavior.
"Physical": Includes holding, moving, touching, restraining child's body or part of body for purposes of controlling behavior; physical punishment.

1 = Teacher uses only verbal-gestural mode.

2 = T uses verbal-gestural mode most of the time; occasionally uses physical mode.

3 = Physical mode used about as often as verbal-gestural.

4 = Physical mode used more often than verbal-gestural.

5 = Physical mode used most of the time; teacher seldom uses verbal-gestural mode.

SCALE 31. DEGREE TO WHICH TEACHER EXPLAINS REASONS FOR HER DEMANDS, RULES AND RESTRICTIONS

1 = Always explains reasons.

2 = Usually explains reasons.

3 = Sometimes explains reasons.

4 = Seldom explains reasons.

5 = Never explains reasons.

SCALE 32. PUNITIVENESS OF CONTROL

"Punitiveness": Use of sarcasm, shaming, strong criticism, forcing a child, though not necessarily physically, (like holding, picking him up, moving him, etc.); use of physical punishment.

1 = Control methods always non-punitive.

2 = Control methods usually non-punitive.

SCALE [illegible]. Continued

3 = Control methods as frequently positive as non-positive.

4 = Control methods frequently positive.

5 = Control methods almost always positive.

SCALE [illegible]. EXTENT TO WHICH TEACHER IMPOSES LIMITS ON CHILDREN

1 = Rarely imposes restrictions and limits: [illegible] instances

2 = Imposes few restrictions and limits: [illegible]

3 = Imposes a moderate number of restrictions and limits: [illegible] instances

4 = Imposes many restrictions and limits: [illegible] instances

5 = Imposes numerous restrictions and limits: [illegible]

SCALE [illegible]. CONSISTENCY OF ENFORCEMENT OF DEMANDS AND RESTRICTIONS

1 = Very high. T always enforces demands and restrictions.

2 = High. T enforces demands and restrictions most of the time.

3 = Moderate. T enforces demands and restrictions about half the time.

4 = Low. T seldom enforces demands and restrictions.

5 = Very low. T almost never enforces demands and restrictions.

SCALE [illegible]. DEGREE OF RATIONALITY OF TEACHER'S DEMANDS AND RESTRICTIONS

"Rationality": In this Scale demands and restrictions imposed by the T are based on:

(a) Health and safety, e.g., [illegible]

(b) [illegible]

[illegible] Continued

[illegible] Very high: [illegible]

[illegible] High: [illegible]

[illegible] Moderate: [illegible]

[illegible] Low: [illegible]

[illegible] Very low: [illegible]

[illegible]

[illegible]

[illegible] Very high: [illegible]

[illegible] High: [illegible]

[illegible] Moderate: [illegible]

[illegible] Low: [illegible]

[illegible] None: [illegible]

[illegible]

[illegible]

[illegible]

[illegible]

[illegible]

[illegible]

K LIST XVII - STANDARDS OF BEHAVIOR

(Check one)

1. Teacher's predominant emphasis is on verbal expression of politeness (e.g., T may insist that children say "thank you," "please," etc. T is satisfied with and/or gives approval to verbal expression of politeness: if a child knocks down another child's building, whether intentionally or not, T may ask child to apologize and say nothing further when he does.)

2. T's predominant emphasis is on children's understanding of the needs, feelings, rights of others (e.g., T does not insist that children use verbal expression of politeness. If a child knocks down another child's building, she may point out that the other child worked hard on his building and is upset -- if he is -- at having it knocked down.)

3. No emphasis observed.

G. ASPECTS OF TEACHER'S RELATIONSHIP WITH THE CHILDREN

(Scales 32 - 38; Check Lists XVIII - XIX)

LE 32. AMOUNT OF OVERT AFFECTION EXPRESSED BY TEACHER

s refers not only to physical and verbal expressions of affection, but o to facial and other, less explicit expressions.

1 - Numerous expressions of affection:	15 or more instances	
2 - Many expressions of affection:	9 - 14	"
3 - Some expressions of affection:	4 - 8	"
4 - Few expressions of affection:	1 - 3	"
5 - None:	0	"

LE 33. DEGREE OF EMOTIONAL DISTANCE FROM CHILDREN

1 - Very great
(T is very remote and distant -- not really in contact with the children.)

2 - Great
(T is somewhat cold and aloof, but is able to reach the children to some extent or on some occasions.)

SCALE 33. Continued

3 - Moderate
(T interacts easily and comfortably with the children, sensing their feelings yet retaining adult perspective.)

4 - Little
(T is occasionally overinvolved in the emotions and feelings of the children and tends to lose adult perspective.)

5 - Very little
(T is inappropriately close to the children and overreacts to children's feelings and moods.)

SCALE 34. AMOUNT OF ASSISTANCE GIVEN TO CHILDREN BY TEACHER DURING ROUTINE ACTIVITIES

Take into account only the amount of spontaneous assistance given, not the assistance given as a result of children's need for or requests for help.

When rating, consider not only frequency of occurrence but the amount of time and help involved each time.

1 - Very great: 21 or more instances

2 - Great: 13 - 20 "

3 - Moderate: 6 - 12 "

4 - Little: 1 - 5 "

5 - None: 0 "

SCALE 35. DEGREE TO WHICH TEACHER ENCOURAGES CHILDREN TO COME TO HER FOR HELP (DURING ANY ACTIVITY)

"Encouragement" here may mean that the T asks children if they want help or she may tell them that she will help them if they want her to or that she is available and ready to help when a child is struggling with something.

1 - Very high: 12 or more instances

2 - High: 7 - 11 "

3 - Moderate: 4 - 6 "

4 - Low: 1 - 3 "

5 - None: 0 "

SCALE 36. BALANCE OF APPROVAL/DISAPPROVAL EXPRESSED BY TEACHER

All expressions of approval or disapproval are included, e.g., of children's behavior, products, effort, clothing, verbal expression, etc.

1 - Expressions of approval predominate. Little or no disapproval expressed.

2 - More frequent expressions of approval than of disapproval.

3 - Expression of approval and disapproval about equal.

4 - More frequent expressions of disapproval than of approval.

5 - Expressions of disapproval predominate. Little or no approval expressed.

SCALE 37. DEGREE OF TEACHER'S DIFFERENTIAL RESPONSE TO THE CHILDREN

"Differential Response": Teacher's special treatment of groups of children -- two or more -- having a specific characteristic in common (see Check List XVIII), e.g., T pays a great deal of attention or very little, expresses a great deal of affection or none, gives much praise or much criticism, gives special privileges or none, is highly involved, identified with or not at all involved, identified with.

1 - Very great

2 - Great

3 - Moderate

4 - Little

5 - None

SCALE 38. DEGREE TO WHICH TEACHER'S ATTENTION IS DEVOTED TO THE WHOLE GROUP VS. INDIVIDUAL CHILDREN

1 - Teacher devotes most of her time and energy to overseeing and managing the group as a whole, with little attention to the activities of individual children or small groups of children. (The aides may or may not be working with individuals or small groups.)

2 - Teacher devotes a good part of her time and energy to overseeing the group as a whole; occasionally shows awareness of or gets involved with a child or a small group.

SCALE 38. Continued

3 - Teacher keeps a watchful eye on the group as a whole but is able, at the same time, to work with individual children and small groups.

4 - Occasionally gets so involved with an individual child or a small group that she seems to be ignoring the total group.

5 - Spends most of her time working with individual children or small groups. Gives little attention to overall managerial role.

CHECK LIST XVIII - APPARENT BASIS FOR DIFFERENTIAL RESPONSES TO CHILDREN

A differential response has to have been observed with two or more children.

1. Sex
    a. Boys
    b. Girls
2. Racial, ethnic background

3. Behavioral deviance

3. Behavioral deviance
    a. Excessively shy, withdrawn, passive children
    b. Excessively aggressive, assertive children
    c. Excessively dependent children
4. Intellectual ability
    a. High
    b. Low
5. Other

[illegible]

[illegible]

[illegible]

[illegible]

[illegible]

[illegible]

[illegible]

[illegible]

SCALE 39. DEGREE TO WHICH TEACHER ATTEMPTS TO PROMOTE SOCIAL AND PLAY CONTACTS BETWEEN CHILDREN

When rating, consider not only frequency of occurrence but also the amount of time and elaboration involved in each. One elaborated instance is equivalent to from three to five unelaborated instances, depending on degree of elaboration. Two contrasting examples are:

Unelaborated: T suggests to David, who is pulling a wagon, that he give Emma a ride.

Elaborated: Same as above. If the children agree to this, T might stay near them and make other suggestions, such as that Emma and David might get some blocks to put in the wagon, and/or that some other wheeled toy might be attached to the wagon. She might, in addition, help other children to join in the wagon play and/or make suggestions to help them develop the dramatic aspects of the play.

[illegible]

pulling the wagon,

1 - Very high: 11 or more instances

2 - High: 6 - 10 "

3 - Moderate: 3 - 5 "

4 - Low: 1 - 2 "

5 - None: 0 "

all aspects of the program; her performance is mechanical, a job she has to do; she may find extraneous ways of alleviating her boredom.

SCALE 42. EXTENT TO WHICH THE TEACHER SEEMS TO DEPEND ON EXPRESSIONS OF APPRECIATION AND/OR AFFECTION FROM THE CHILDREN

1 - Very great dependence

2 - Great dependence

3 - Moderate dependence

4 - Slight dependence

5 - Little or no dependence

[illegible]

[illegible]

[illegible]

[illegible]

[illegible]

[illegible]

K. CLASSROOM ATMOSPHERE

(Scales 43 - 44; Check Lists XXII - XXIII)

SCALE 43. RELAXATION/TENSION: TEACHERS

1 - Very relaxed
(e.g., Teachers seem unpressured, unrushed; there is very little teacher-child friction.)

2 - Generally relaxed

3 - Moderately relaxed

4 - Generally tense

5 - Very tense
(e.g., Teachers seem pressured and pressuring most of the time; there is a great deal of teacher-child friction.)

2. Teacher has democratic relationship with aides
   (e.g., T makes suggestions to aides about how to handle current situations; she explains; she listens to suggestions from aides; aides take some responsibility for the group, or parts of the group, or for particular group activities; T's manner and tone of voice indicate respect for the aides.)

3. Neither (or not observable)

CHECK LIST XXIII - AFFECTIVE RELATIONSHIP OF TEACHER AND AIDES

1. Positive relationship
   (Relationship seems amicable; no signs of friction, tension, conflict, or temperamental incompatibility.)

2. Negative relationship
   (Teachers seem to dislike each other; signs of friction, tension, conflict, temperamental incompatibility.)